



# ENSTONE PRIMARY SCHOOL

## POLICY FOR MORE ABLE CHILDREN

### **General rationale**

It should be seen as an integral part of the whole school's educational policy as 'what is good practice for the more able is good practice for all pupils'. Consideration must be given to the provision and planning of suitable work in order to meet the special educational needs of children at all levels of ability.

### **Aims**

- To identify children who are high achievers, as early as possible.
- To ensure that every child is given access to work within the guidelines laid down in the National Curriculum 2014 documents and is enabled to maximise his or her full potential.
- To differentiate the curriculum in order to meet the particular needs of each child.
- To ensure that exceptional talents and abilities are nurtured while the needs of the whole child in relation to social integration and acceptance within school, class and peer group are recognised and supported.
- To use staffing and teaching materials in the most effective and efficient way in order to support and enhance pupil learning.
- To involve pupils and parents in the process of identification, assessment, provision for and monitoring of the pupils' needs in order to optimise the pupil's success in academic, physical, social and spiritual terms.

### **Definitions**

The more able pupils in any school can be identified as those who appear in the top ability group in any subject or activity area.

Research has identified various areas of intelligence.

*Howard Gardner's theory of multiple intelligences* identifies at least seven:

- Linguistic (writing, listening, speaking)
- Logical-mathematical (objects put in order, comprehend quantities)
- Spatial (perceive a form of object, see the world accurately, rotate complex forms, includes an ability to draw)
- Musical ('hear' music and make sense of pitch, rhythm and musical sequences)
- Bodily-kinaesthetic (good at handling objects, controlling physical movements)
- Interpersonal (notice other people's feelings and make distinctions between them)
- Intrapersonal (understand yourself and others)

*Robert Sternberg* has looked at a child's aptitude in the following spheres:

- Analytic
- Creative
- Practical

### **General overall approach**

Class teachers should provide a learning climate of positive encouragement and support in which all pupils can succeed. Curriculum balance, good classroom practice, assessment and materials should all contribute to differentiated learning experiences and provide enrichment and extension for the more able. This may involve looking ahead to the

programmes of study intended for children in the next phase or key stage and introducing these early, if appropriate.

### **Identification and monitoring**

Children may be identified:

- On entry, either from pre-school/nursery setting or when transferring schools
- Through teacher awareness, including the identification of specific talents
- Through analysis of pupil data
- Through Oxfordshire EHCP
- Through joint discussion between teachers, parents and other adult observers
- Through SAT's, or Early Years Foundation Stage Profile outcomes

A register is kept of more able children and is reviewed regularly during pupil progress meetings.

### **Able children's progress requires regular monitoring. The School's procedures are:**

- Regular monitoring and assessment of individual attainment and achievement against challenging individual targets.
- Regular pupil progress meetings involving class teacher, key stage coordinators and the Headteacher/SENDCo
- Regular discussion with parents
- Child's Annual Report to parents
- Foundation Stage Profile and SAT's results

### **Organisational responses**

- Successful class management always requires a skilful balance between meeting the needs of the whole class and the varied needs of individual children, whatever their ability.
- All teachers share responsibility for identifying more able children and meeting their educational needs. They adopt a flexible approach, combining instruction, open ended questioning and discussion, problem-solving, independent research and discovery as appropriate to the subject and/or to the child.
- Within the limits of available resources, including volunteer time and talents, extra-curricular clubs offer additional opportunities for children to pursue special interests.
- The school participates in external competitions, which also offer additional opportunities for children to pursue special interests and cultivate their talents.

### **Personal and social education**

- We should be alert to children's qualities of leadership and social maturity.

### **Responsibility**

- All teachers share responsibility for identifying and, where possible, meeting the special needs of the more able child.
- Special Educational Needs Co-ordinator: Headteacher/SENDCo
- SEND Governor

**Date Adopted:** June 2023

**Review Date:** June 2026

**Signature of Chair of Governors:**

*Devin Caswell*

**Signature of Headteacher:**

*J. Mann*